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ABSTRACT

This document summarizes program operations in adult education and literacy in 14 U.S. states and territories: Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. Special attention is paid to efforts in six areas: standards and accountability, professional development, technology, adults with learning disabilities, linkages with work force development and welfare reform, and curriculum development in new content areas. Among the projects and activities highlighted are the following: development of a data management system capable of longitudinal tracking of individuals from English-as-a-second-language courses through high school completion; use of the Indicators of Program Quality as a framework for adult basic education (ABE) evaluation and improvement; development of ongoing inservice support for teacher training and integration of technology-based teacher education with job preparation; expansion of teacher inquiry/action research; development of a computer literacy unit of credit in adult high schools; technology-based professional development for literacy staff; development of a learning differences staff development module for adult educators and volunteer tutors; an adult multiple intelligence research project; efforts to improve coordination of ABE and work force development; and development of school-to-career development demonstration sites. (MN)

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Summary of State Program Operations for Area I States

July 1, 1998 - June 30, 1999

(Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont and the Virgin Islands)

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Summary of State Program Operations for Area I States
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1. Standards and Accountability

Connecticut's Bureau of Adult Education and Training is continuing to refine its data management system to incorporate two new essential elements. Work will begin on incorporating the longitudinal tracking of individuals from ESL to high school completion. This will link the data management system to the automated GED system and provide the State with information on instructional time needed for an individual to successfully move through the system. The new tracking system will also offer insights in the use of data for program improvement. An additional enhancement will address changes to the system to allow for greater relational reporting.

In 1998-99, local school districts will incorporate information concerning adult education programs in a Department publication, *Strategic Schools Profiles*. In 1997-97, adult basic education information was included in a district wide report. In 1998, a more detailed profile of each local school district's adult education program will be profiled along with every other school in the district. The annual request for proposals will place a greater emphasis on programs meeting Indicators of Program Quality and improving program performance. Greater emphasis will be placed on providing instruction in an employability mode, and the monitoring instrument will be modified to reflect the change. All newly funded programs, regardless of size, will receive an on-site monitoring visit. The Bureau staff will continue to employ the information from the data management system to provide technical assistance to local programs and chart trends that have been identified as areas for additional help.

Puerto Rico developed a Strategic Plan for 1998-2002, "Creating A New Adult Basic Education Program for the 21st Century," for the development of Indicators of Program Quality to use in program evaluations.

In **Rhode Island**, a set of content frameworks was developed in academic areas such as Math, Health, ESL, and English Language Arts. These documents are guides or maps for districts and schools to use when revising curriculum, evaluating programs and materials, assessing academic growth, and planning staff development activities. More specific to adult basic education, content frameworks have been developed in Math, Reading and Language Arts, and ESL. These standards are being disseminated to a variety of adult programs, and teachers are creating instructional modules directly linked to the framework. All of these materials are designed to contribute to educational reform. Two large centers are training staff in the use of the Comprehensive Adult Student Assessment System (CASAS) materials. One local site has been designated as the "Equipped For the Future" (EFF) frameworks and standards site. The Department plans to include implementation of EFF in the next RFP process with a goal of having two other programs use EFF.

Rhode Island is also participating in the "Basic Skills Certification Special Interest Group project sponsored by the National Adult Education Professional Development Consortium (NAEPDC).

to expand data from the MIS and address the objectives, standards, and measures for the State goals. An automated Quality Indicator report will be implemented in addition to an expanded series of reports for the management of local programs.

During FY 1994-95, **Pennsylvania** initiated a plan to implement a performance management system in adult education using the Indicators of Program Quality as a framework for program evaluation and improvement. The performance management initiative has four components: (1) a statewide program improvement initiative, Educational Quality for Adult Literacy (EQUAL), that focuses on program operations and learner progress and uses a Program Self Assessment Guide based on the Indicators of Program Quality to guide program improvement planning; (2) a set of Program Performance Standards; (3) a new Management Information System (MIS); and (4) a revised Program Monitoring Process to reflect the Indicators of Program Quality.

During FY 1997-98, 82 agencies, or approximately one-third of Adult Basic Education and Literacy Education (ABLE) funded programs are participating in the first wave of full scale implementation of EQUAL. To support the EQUAL initiative, a three year pilot project was executed under the direction of Abt Associates. As the result of the pilot, the following products were developed: data for decision making process for local programs; a Program Self Assessment Guide based on the Indicators of Program Quality; a program improvement plan format; a training process to use in implementing EQUAL; draft performance standards based on valid and reliable standardized test data; uniform training materials on assessment; and certified assessment trainers. All agencies will be required to implement program improvement activities in FY 1999-2000.

Program performance standards were issued in draft form during FY 1996-97 and will be released in final form in July 1988. Beginning in FY 1998-99, all agencies will be required to submit data that will allow their performance to be viewed against the standards. In FY 1998-99, the Bureau contracted with Literacy Pro Systems, Inc. to customize existing software to meet the State adult education needs. The MIS will allow the greatest amount of data to be collected at the local level and is designed to provide ease of analysis and manipulation to inform local management of programs. The MIS will be fully implemented in FY 1998-99 to measure program performance against the standards. The revised Program Monitoring Review process will incorporate the Indicators of Program Quality into the process; change the philosophy of program monitoring from compliance to technical assistance for program improvement; broaden the scope of the review to collect data from multiple sources, including program administrators, teachers, tutors, students; and influence professional development and technical assistance opportunities.

The **New York** State Education Department (NYSED) staff have participated in two major initiatives involving standards and accountability: The first involved participation in two of five workgroups on the State's Workforce Development System. This initiative was established by the Governor to make recommendations regarding how to better coordinate and link workforce development programs in New York State. Key recommendations in the area of learning standards included using the new adult education learning standards to benchmark the progress of participants in the workforce development system and to implement the Career Development

Maine is committed to the EFF framework for adult education standards and has assigned a staff member at the Center for Adult Learning and Literacy (CALL) to work on the project. In FY 99, the Departments of Labor and Human Services will receive orientation about the Equipped For the Future (EFF) framework. Maine's MIS system is in its second year of implementation. A technical support and staff development training system is in place within the Center for Adult Learning and Literacy. All ABE programs are required to build a learner centered program based on such elements as recruitment, intake, counseling, assessment, individual educational planning, curriculum development, and instruction.

Vermont's effort to restructure adult education will continue in 1999. Two years ago, the State Board of Education approved a Five Year Strategic Plan to achieve an integrated and comprehensive adult education system. To accomplish the Plan's objective, twelve Regional Adult Education Councils were formed as subcommittees of twelve regional Workforce Investment Boards. During 1998-99, the Regional Adult Education Councils will submit their completed service plans to the Vermont Adult Education Board for approval. The Plan will be the basis for program work and funding during the three year grant period FY 2000-2003.

Since the ABE mission and target groups to be served have been redefined to focus on providing adults with a comprehensive skill foundation that responds to the needs of learners, their families, and communities, ABE will broaden the type of service it provides and align with the Vermont Framework of Standards and Equipped for the Future. The State Board will increase the quality and level of service, establish protocols for learner assessment and student goal setting, define benchmarks for measuring learner progress, and establish more valid and reliable assessment practices to guide instruction and document learner achievement. In addition to learner skill gains, overall quality of life and socio-economic gains will be tracked and reported.

New Hampshire uses a comprehensive self-evaluation process for local program reviews. The materials developed for this purpose will continue to be used until June 30, 1999.

2. Professional Development

The **District of Columbia's** priorities for teacher training focus on teaching reading, writing, mathematics, and GED preparation; on-going in service support for teacher training; integrating instruction with job preparation, and using technology, including distance learning, as part of instruction.

The **Massachusetts** Department of Education has formed a collaborative arrangement with SABES (State System for Adult Basic Education Support) to develop and pilot test certificates of competency for ABE instructors in two areas of professional development: *Teaching Reading to Adults* and *Adult Learning Theory and Adult Development*. These pilot Certificate projects should help the State move forward by defining two of the foundation skills needed by ABE teachers and will result in a fully articulated and effective system of courses and credentials to establish a comprehensive system for certification of Adult Basic Education practitioners. The courses leading to the two certificates will be piloted in the fall of 1998.

that requests it. The Bureau is in the process of determining its long range professional development goals. Exploring conceptual issues in program evaluation design and determining the impact of professional development on teaching and learning are being reviewed in formulating these goals. Additionally, the Bureau also supports two State Literacy Resource Centers, in the western and central parts of the State.

New Jersey is supporting a statewide library that has technological access; interagency conference training that support welfare reforms and build capacity to support Workforce Investment Boards; have targeted training for adults with disabilities; and is continuing targeted training and statewide conferences. Additionally, in 1998, applicants must submit a professional development plan for continuation grants.

Rhode Island continues to fund teacher inquiry/action research. Emphasis is placed on effective instructional techniques/assessment strategies for teaching the learning disabled; school to career practices in ABE, and using standards based on instruction and assessment. Rhode Island will continue to support the New England Adult Literacy Resource Center.

The Adult Training and Development Network (ATDN) in **Connecticut** continues to offer professional development to adult education providers. ATDN has continued the annual training for all competency based education programs, training and awareness sessions for adults with learning disabilities, replacement and refresher training sessions for external diploma participants, and the annual Summer Institute. Plans for 1998-99 professional development activities include formalizing the program facilitator training for every adult education program and bringing to Connecticut experts in welfare reform who can provide specific training to program operators. This training would be centered around structuring programs in new ways to meet the demands of the new welfare to work regulations, enhancing workplace programs and fostering more collaborative relationships with the Regional Workforce Development Boards to maximize the use of adult education funds for welfare reform. A formal evaluation of ATDN will be a major undertaking that will assist in the structure of the new request for proposals for the delivery of professional development activities under the new legislation and the Indicators of Program Quality.

Maine's major responsibility for professional development is with the Center for Adult Learning and Literacy (CALL), University of Maine. CALL is responsible for providing technical assistance, instructional resources, web site management, the monthly *Fertilizer* newsletter, and the coordination of regional and statewide workshops and conferences. Additionally, Maine is working with the New England Partnership for Adult Learning Disabilities and the National Center for the Study of Adult Learning and Literacy projects.

New Hampshire's professional development operations include such activities as funding a staff development center to provide services to all staff and supporting a one day State conference, a two-day planning conference for all local staff, and a two-day conference for adult education staff working in correction facilities. Additionally, the State will continue to support the work of the New England Literacy Resource Center, to publish a State newsletter written by and for literacy program staff, provide support for a liaison to the NIFL Learning Disabilities

Literacy Education. The website is http://www.cas.psu.edu/ docs/pde/able/ablesite.html. ABLENeT has implemented a strategy to ensure that the use of technology permeates all of adult education. Technology planning is emphasized with resident workshops, on-line participation, and individual assistance as necessary.

Delaware implemented a computer literacy unit of credit in adult high schools; purchased appropriate technology to deliver instruction; and implemented a distance learning adult diploma program. Also, the State offered specialized equipment for the instruction of deaf or blind students, employed an instructional technology teacher specialist as a resource to ABE and GED teachers, and provided staff development training for adult education staff as they acquire technology skills through the ACE Network.

The **Maine** Technical Team is coordinated through CALL and is responsible for 1) Eastern LINCS/NIFL Consortium; 2) Technology Planning Leadership Program; 3) Maine Adult Education web site; and the 4) World Wide Web Institute for Teachers. At least 45 adult education centers are sites for interactive television courses with the University of Maine. All ABE programs were funded to purchase computers and additional hardware and software in preparation for the implementation of the MIS system. This year, all programs will input data into the system and have on-line service for the Internet.

The **District of Columbia's** contract for implementation of Crossroads Cafe for nine sites as pilots was signed with INTELECOM. These sites will be identified and training of teachers will take place. In addition, the Literacy Resource Center is working to establish technology as a medium for delivering instruction, providing students with access to the Internet, and creating networks among adult education providers. The Center will establish a web page for adult education in the District.

New Hampshire will continue professional development for literacy staff in the use of technology for instruction, link ABE/ESL students with e-mail, participate in the Eastern Links Web Site, support Second Start's participation in the Stars Schools project funded through the Massachusetts Corporation for Educational Telecommunications, and support the literacy project staff to write and implement technology plans that include an adult education web page.

In 1997-98, the **New Jersey** Department of Education initiated a partnership with New Jersey Network for a distance learning training initiative. As part of this initiative, the GED in English and Spanish and Crossroads Cafe are on public television and available to adults in a variety of settings: at home, in the workplace, in the community or alternative work experience sites, and in the classroom. This inititiative will continue into 1999. Also, there is a strong interest in providing instruction using other forms of technology such as the Internet. This area will be researched further in 1999.

In FY 1998, **Maryland** nominated a local program, the Prince George's County Public Schools, to participate in the HUB1 Technology Project sponsored by the National Institute for Literacy (NIFL). The program was selected for the project and is currently working with a local team and NIFL to develop a model program using technology. In FY 99, the web sites at the Maryland

4. **Adults with Learning Disabilities**

The **District of Columbia's** program that provides braille instruction to the visually impaired will be continued.

In **Pennsylvania**, a Learning Differences Training Module is being prepared during this program year for implementation in 1998-99. Since program year 1995-96, the Bureau provided Statewide staff development for adult educators and volunteer tutors on adults with learning difficulties. The project continues to deliver training in order to increase the adult educator's knowledge about learning differences and instructional techniques for adults with learning difficulties and differences. Training topics include *Employment and Learning Problems, Learning Problems and English as a Second Language, Twenty-five Teaching Principles for Teaching Adults who Learn Differently*, and *Avoidance Activities and Learning Styles*.

Maine's Adult Multiple Intelligence (AMI) Research project examines how the multiple intelligence theory can support and enhance learner centered instruction and assessment in ABE, ESOL, and ASE programs. Technical assistance, workshops and an AMI Tool Box are available through CALL.

New Jersey's professional development opportunities have made a significant improvement for service providers in the area of learning disabilities. Meetings have been initiated with the Office of Special Education to discuss responsibilities for adult learners who are under the age of 21, but have dropped out of school.

The **Rhode Island** Department of Education entered into a cooperative arrangement with the Office of Vocational Rehabilitation to improve the procedures and referral process to obtain clinical evaluations of persons who are learning disabled or who display indications that a learning disability may be present. This initiative will be a major part of the 1998-2000 Welfare to Work Project Opportunity program in order to help improve the likelihood of participants' success in a training program for employment or for accommodations in education and employment situations.

The **Massachusetts** Young Americans with Learning Disabilities (YALD) project includes teacher training and technical assistance to all ABE programs. This project is now expanded and strengthened by the award of the National Institute for Literacy grant for the New England Partnership for Learning Disabilities, in which each of the five YALD regional centers will be linked to one of these neighboring states: Maine, Vermont, New Hampshire, Rhode Island, or Connecticut.

Connecticut has been working with the University of Connecticut's A. J. Pappanikou Center on Special Education to address the needs of adults with special learning needs. This effort has incorporated a series of awareness and strategies sessions for adult education professionals throughout the State and has also used the trainer model to increase the number of individuals able to conduct these sessions. Bureau staff will participate in the NIFL grant for the New

In **Connecticut,** the challenge is to provide meaningful instruction to welfare clients who are working 25 hours per week, but who need additional basic skills instruction in order to retain or advance on their job. Additionally, training will be offered for local program operators in delivering effective workplace programs and in collaborating with the Workforce Development Boards. Also, funding will also support adult education programs to work with One Stop Centers so that individuals using the Centers will have information concerning adult education programs and can receive academic assessments. Furthermore, individuals can receive the appropriate referral to programs and will be able to register for the GED. Finally, adult education will take a more active role in the School-to-Careers initiative through their representation on a statewide implementors team and allocating funds through adult education program improvement grants.

The **Rhode Island** Department of Education (RIDE) has entered into a cooperative agreement with the Rhode Island Department of Human Services (DHS) to create educational and work based learning experiences for adults receiving public assistance. The linkage to welfare reform is called *Project OPPORTUNITY*. Planning is underway to improve the agreement by implementing a stronger work based learning component, which will incorporate features of regular apprenticeship or pre-apprenticeship sequence of training experiences. This effort will be funded with both state and Federal "welfare to work" resources from DHS. RIDE staff provides advice to the "School to Careers" initiatives underway at secondary schools and is an active partner in creating One-Stop career centers. Plans are underway to replicate a special ABE project that is an adult school to work program entitled, *Programs to Careers*. The pilot program has served 15-20 educationally disadvantaged, underemployed or unemployed adult learners who are potential employees of participating members of the Bristol County Chamber of Commerce. This approach places learning experiences into a contextualized learning framework and develops employability competencies through classroom, community, and worksite-based learning. Successful participants receive a "Certificate of Employability" developed in conjunction with Chamber of Commerce Partners.

New Hampshire's Bureau of Adult Education will continue to support efforts of local programs to work cooperatively with local businesses and industries, and expand JOBS classes with funding provided by the Department of Health and Human Services. Furthermore, the State continues to represent adult education programs on the Implementation Teams for Welfare Reform working with representatives of Employment Security, JTPA, and Human Services, and support the testing and dissemination of career goal setting workshops developed for JOBS class students.

In **New Jersey**, as part of the grant application, provider agencies must document activities that coordinate the adult education comprehensive service project with the Workforce Investment Board (WIB). Projects are required to attach a letter of support from the appropriate county or regional WIB. In addition, provider agencies in their grant applications must document activities that coordinate the adult education comprehensive service project with other community resources. For 1999, an interagency series of training for WIBs, teachers and other adult practitioners is being planned with the Departments of Human Services and Education, and the State Employment Training Commission. This series will focus on the provision of services to the welfare population.

Education is the contracted agency that develops, delivers and supervises JTPA 8% adult literacy, workplace literacy, and tech prep programs in collaboration with CBWL. As the State Workplace Education grant program expands to partnerships with business and providers ($500,000 in grants in FY 98, anticipated $1 million in FY 99), the coordination with MWEC and CBWL positions the Department within an environment that covers the entire continuum of services required for workforce development and brings together a range of stakeholders. Also, the Massachusetts Welfare to Work initiatives are directed by a Steering Committee of representatives of Adult and Community Learning Services of the Department of Education in collaboration with key agencies. Additionally, the Massachusetts Workplace Education Committee is one of two Statewide coordinating bodies that have emerged through the Interagency Literacy Group and the Adult Education Committee. In addition to establishing the Workplace Education Committee, the State has launched the Massachusetts Family Literacy Consortium whose goal is to integrate family literacy as a component of all education reform and family support initiatives across the Commonwealth.

6. Curriculum Development in New Content Areas

In 1996-97, **Pennsylvania** developed a list of adult learner competencies that is being introduced to programs in 1997-98. The competencies are listed in three levels: basic (Level 1), intermediate (Level 2), and advanced (Level 3) skill achievement and are applied in the contexts of family member, worker, and community. They are organized by communication (reading, writing, speaking, listening), numeracy, and higher order skills that include extended literacy skills based on SCANS competencies. The competencies provide a framework through which practitioners can refine curriculum, instruction, and assessment practices in their agencies. Pennsylvania agencies have participated in the National Institute for Literacy 's Equipped For the Future (EFF) initiative. The goal of EFF is to develop content standards in adult education which can be used to stimulate standards based reform. The Philadelphia Mayor's Commission on Literacy serves as a partner-grantee with the University of Tennessee in the area of citizenship standards.

Maine's curriculum focus will be on the development of awareness and orientation to the Equipped for the Future content framework.

The **District of Columbia** Schools will begin to develop content standards and related materials for workplace literacy, GED preparation, and English as a Second Language programs. Administrators, teachers, students and representatives from professional organizations will be involved in this process.

Connecticut will see integration of new curriculum into three adult education regional programs that will become School-to-Career development demonstration sites. Programs will undertake activities to develop new curriculum guides for use in credit diploma programs that relate to state identified cluster areas, implement career centers, and expand work opportunities for unemployed adult education students. The Program Improvement Grant process has incorporated a new section to address innovative models for program development and improvement. Recommended projects for proposals include urban-suburban-rural collaboration; innovative

Massachusetts curriculum framework initiative includes support to ABE programs and practitioners to develop curricula in math, science, technology, and social studies. Most of the instruction in these subjects has traditionally been incorporated into ABE courses, but the field is now seeing a gradual evolution towards expanding current courses and launching additional courses into these content areas. Of the 98 programs receiving Department of Education funding to develop curricula based on the various frameworks, 18 have chosen to focus on history/social sciences; 16 on math; and 21 on science and technology.